

i = Information ♀ = toilets
 C = Cabins D = Drinks
 A = Exits WC = Water Areas
 ☎ = Phones

Sunny Bean Islands of FUN

est. 1878



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Student Name:	Chloe Sunny Bear Islands of fun
ASSESSMENT for Year 5/6 Maths Investigation Progression Points	
representation of square numbers using a power of 2; for example, $9 = 3^2$	
appropriate selection and use of mental and written algorithms to add, subtract, multiply and divide (by single digits) natural numbers	
recognition that multiplication can either enlarge or reduce the magnitude of a number (multiplication by fractions or decimals)	
recognition of angles between lines, particularly when lines are parallel or perpendicular	
use of scaled grids to draw similar figures (enlarged or reduced)	
use of a graphical scale to determine actual size and distance from a map	
interpretation of maps of their own immediate environment using various scales; for example, school ground, suburb, state, country	
description of a path by a set of coordinates	
construction or selection of possible objects given a plan (bird's eye view) or an elevation (side view)	
use of a compass and compass directions to describe orientation in the school ground	
estimation and measurement of perimeter of polygons	
estimation and measurement of surface area; for example, use of square metres, and area of land; for example, use of hectares	
conversion between metric units; for example, L to mL, and understanding of the significance of thousands and thousandths in the metric system	
conversion between metric measurements for length; for example, $0.27\text{m} = 27\text{cm}$	
awareness of the accuracy of measurement required and the appropriate tools and units	
use of trial and error to find a missing number in a number sentence; for example, $4 \times ? + 6 = 22$	
consideration of problems with a similar mathematical structure as a problem solving strategy	
use of familiar problems to focus on strategies to help in solving an unfamiliar problem	
knowledge of interpretation of maps, graphs and models	
efficient communication when using mathematical language, symbols and representations	
location of data sources, including use of the world wide web	
application of a set of questions linked to an area of investigation	
development and testing of conjectures with the aid of a calculator; for example, divisibility tests	
incorporation of text, data, images and graphs using technology, to report the results of an investigation	
COMMENTS: chloe worked efficiently during all project lessons and was therefore able to complete a map with all features included. Chloe worked well on weekly focus tasks and had great success during this unit.	